

**'Psychologists' involvement in 'crisis response': an international perspective'**

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**ISPA**

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**Plan!**

- **Why we are interested/became involved with CR / origin of the survey - is it just us? (Paul)**
- **General survey findings (Paul)**
- **The French Perspective! (Jean-Luc)**
- **Issues for schools psychologists: similarities and differences (Niels)**
- **Discussion and questions (All)**

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**Why we are interested/became involved with Crisis Response (CR) – context:**

**Requests from senior managers / schools : 9.11**

**But: Some we had concerns/issues/doubts?**

**Interested to know what are other psychologists are/were doing?**

- training
- confidence
- capability
- collaboration

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### **Initial survey of psychologists**

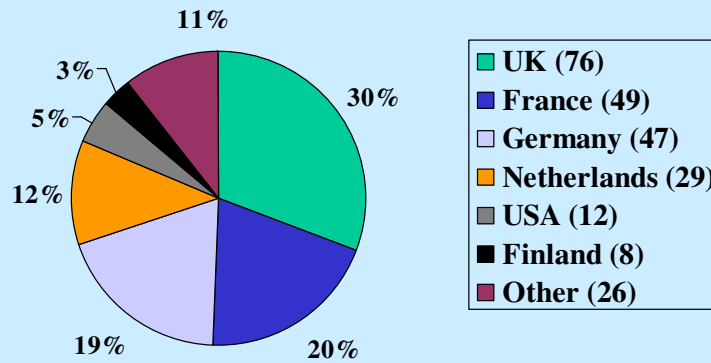
**Context:**

**Respondents N=76**

**8 Psychology services in England and Wales**

**Presented initial findings at ISPA 2007 – others joined in!**

### Country of origin of participants (N=245)

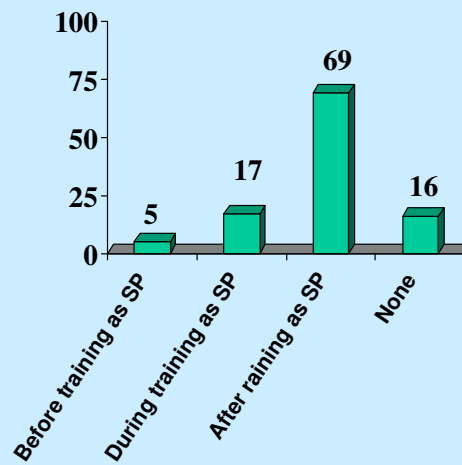


#### Other:

Australia, Canada, Romania, Saudi Arabia, Slovakia, South Africa, Sweden and Switzerland

### Psychologists' survey results:

#### Percentage of respondents having received training in CR (N=196)



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**Training:**

**Average number of training days received?**

**Mean 5.25 days**

**Range 0-37**

**Training: do you feel you've had enough training in how to respond to a CI?**

1	2	3	4	5	6	7	8	9	10
No, I need more training					Mean Median	Mode			I feel I've had enough

Mean=6

Mode =7

Median=6

Range 1 to 10

**Confidence:**

On first qualifying as a SP how confident were you that you would be able to respond to a crisis affecting one of your schools?

1	2	3	4	5	6	7	8	9	10
Not at all	Mode	Mean Median							Very confident

Median = 3  
 Mode = 2  
 Mean = 3  
 Range 1 to 8

**Confidence:**

How confident are you now that you would be able to respond to a crisis affecting one of your schools?

1	2	3	4	5	6	7	8	9	10
Not at all									Very confident

Median = 7  
 Mode = 8  
 Mean = 7  
 Range 1 to 10  
 80% gave rating of 5 or above  
 (<1 Yr experience mode =3; >15 Yrs experience mode =7)

Have you ever been asked to offer crisis support?

No never	Yes 1 incident	Yes 2 or 3 incidents	Yes 4-5 incidents	Yes 6-10 incidents	Yes 10+ incidents
24% *	16%	22%	13%	12%	13% **

76% Yes asked at least once

\* Almost half of these have less than 5 years experience as a SP

\*\* Only 1 in 6 of SPs with 15+ years of experience have never been asked to respond

What kind of incidents are psychologists being asked to respond to?

Nature of incident	Citations
<b>Suicide*</b>	71
<b>Road/bus/car/train/motorbike/plane crashes/accidents</b>	40
<b>Death of child/student</b>	35
<b>Death of staff member / teacher:</b>	21
<b>Stabbing</b>	18
<b>Threat:</b> bomb, internet, shooting, murder, violence, suicide, weapons, illness	18
<b>Fire</b>	16
<b>Shooting/firearm incidents</b>	15
<b>Murder/unlawful killing of child/family member</b>	12
<b>Death:</b> (unclear who)	11
<b>Bullying (and harassment 1)</b>	7
<b>Death of parent</b>	7
<b>Rape, sexual assault, sexual abuse</b>	6
<b>Buildings:</b> eg collapse (complete or partial):	5
<b>Natural disaster/catastrophe (eg Tsunami, earthquake)</b>	5

**What is the average number of days of your time each incident consumed?**

Mode = 3 (Lowest = 1; Highest = 6+)

**Did you work on your own or as a team?**

Only 17% report working on their own on CR incidents

Who did psychologists work with?	
Worker	Citations
<b>Psychologists</b> (SPs 63) Psychologist (7); (clinical (1).	72
<b>Social worker</b> / Social services	25
<b>Counsellor(s)</b>	12
<b>Specialist / teachers</b>	11
<b>School nurse</b>	9
<b>Police</b>	8
<b>CAMHS staff</b>	5
<b>Psychiatrist</b>	5
<b>Clergy</b>	4
<b>Doctors; paediatricians; neurologist</b>	4
<b>Heateacher/Principal</b>	3
<b>Paramedics</b>	3
<b>Red Cross</b>	3

### What did the psychologists find helpful?

<b>Debriefing:</b> inc evaluation by colleagues who were not there.	25
<b>Sharing / talking</b> discussion with colleagues	24
<b>A psychology service protocol/policy/procedures/booklet</b> on CR	16
<b>Information exchange:</b> social workers, administrators; 1 <sup>st</sup> contact point	12
<b>Teamwork</b>	16
<b>Joint planning / (Preplanning:</b> before going to the site)	11
<b>Management: directed and structured work</b>	6
<b>Insights from (and observing practices) of other (experienced) SPs</b>	6
<b>Supervision / coaching</b>	5
<b>Training:</b> having had the same training was helpful; refresher day;	5

### Advice psychologists found useful:

"Recognise your own reaction"

"Review and reflect"

"Look after oneself after the critical incident"

"Recognise that you're part of a team"

"Mere presence of another psychologist – didn't feel it was all on my shoulders!"

"Keep it simple and get the facts."

"Focus on the needs and actions of other members of the team"

"Children need to express their thoughts and feelings verbally, scary feelings need expression."

“Provide response over time not just immediate reaction”

"Use letters to parents etc.“

"Brief teachers together on what to say to students."

"Get back to normal school routine as soon as possible."

"Keep crisis plan to hand“

“Don’t act immediately, take time to work together in the crisis group”

“Don’t be afraid just try to help”

“Don’t go in as an expert, work with the team in school”

"Don’t assume a need for counselling.“

“Sometimes there are no right answers”

"Media: know how to talk to the media”

#### **What models / resources did psychologists use?**

•NOVA model (Group Crisis Intervention -GCI)	24
•BASIC Ph	15
•Cognitive Behavioural Therapy	10
•Bereavement counselling / materials / models/ training	7
•Central document (eg Service, other Service's, Dept of Education)	7
•Grief materials (eg Room to Grieve; Government materials eg Ehlert)	6
•Debriefing: CIS debriefing (eg Mitchell's model: Perren-Klingler).	5
•ISPA training, seminars, Comenius course, (Meissner/Pfohl et al.)	5
•Post Traumatic Stress Disorder materials	5
•Circle of vulnerability and support	4
•Behavioural Psychology/Therapy (inc stress therapy)	4

**3 citations:** Englbrecht and Storath materials and book / KIBBS and ARCHE materials (incl Rothlein) / NASP materials / Solution Focussed Therapy

**2 citations:** Centre for Crisis Psychology materials / Common sense / No special model /Group Psychology and processes / Humanistic Psychology / Person Centred Approach (individual interviews) / Psychodynamic Therapy and processes and Trauma Therapy

**Do you consider 'CR' to be an area of work that SPs should be involved in?**

1	2	3	4	5	6	7	8	9	10
Not at all									Most definitely

Mode=10

Mean =9

Median=10

## **Crisis responses**

MINI SURVEY

**UK/ Manchester University & RCT.MT**

**P. REES, N .SEATON and colleagues**

**FR/ ANPEC**

**PILET JL**

## National Association of Psychologists in Catholic Schools (ANPEC France)

- *In 2007 September,*
  - *60 mini survey ( French translation) were distributed to SPs during the annual conference of ANPEC.*
  - *49 SPs gave the survey back*
    - *the majority of these SPs have 15 years or more of qualified experience (question 12)*

## FORMAL TRAINING ?

(1a)

- All SPs trained in responding to a crisis are trained after qualification (100% )
- 26.5% of SPs have not received any formal training

LEVEL OF SATISFACTION ABOUT 'ENOUGH  
TRAINING'  
(2 & 1b)

- Low level : (SUM 1 to 3) = 24.32 %
- Medium level (SUM 4 to 6) = 32.43%
- High level : (SUM 7 to 10) = 43.%
- The majority of ANPEC SPs are satisfied with their training
  - *Average time of training = 3.5 days*

LEVEL OF CONFIDENCE

(3 & 4)

- Medium and high levels
  - now = 80%
  - on first qualifying = 20%
- Fortunately, the level of confidence increases with training and experience

TIME THAT EACH INCIDENT CONSUMED

(7)

- ½ to 1 day = 43.24%
- 2 to 5 days = 54.05%
- 5-6 + days = 02.70%

ALONE versus MEMBER OF A TEAM

when responding (8)

- Alone = 11.59%
- Member of a team = 88.41 %

## Helpful when responding

(9)

- First, the procedures : global and specific (77%)
- and then, collaboration with colleagues of the Association (23%)

## psychological theory, model or materials, when responding?

(10) *the answers were free but I made groups with items*

NOVA model, BASIC ph, ANPEC protocol	22	<b>46.8%</b>
Techniques of organisation (group, non verbal methods)...	10	<b>21.2%</b>
Psychoanalytic theory	3	6.3%
Resiliency, stress, PTSD	3	6.3%
Rogerian theory, Neuro linguistic theory	2	4.2%
Child development theory	2	4.2%
Other theories	2	4.2%
Various experiences	3	6.3%
several answers allowed	sum	47
<i>without answer = 21</i>		

## ‘CRISIS RESPONSE’ an area of SP’s work ?

(11)

- Low level (SUM 1 to 3) = 6.67 %
  - Medium level (SUM 4 to 6) = 15.56%
  - High level (SUM 7 to 10) = 77.78.%
- 
- Now, for the SPs of ANPEC , crisis response is an important area of work.
  - Ten years ago it was very different. (High level = 15% ?? )

## a follow up

- The main results of all mini surveys analysis will be a chapter in a French book about crisis responses

### **“ MANAGING CRISES IN SCHOOLS PRACTICAL MANUAL”**

*It will be published in March 2009 (80 guidelines)*

- Edited by Jean-Luc Pilet,  
Catherine Guihard, Agnès Obringer, Daniel Brice

**From study: Across the nations there are similarities**

CR is an area of work where school psychologists should be involved – this has increased over last 10 years across the nations studied

Confidence levels are generally low on first qualifying as SP but improve significantly with training and experience

Early insecurity moves forward to positive feelings of competence & confidence

Length of training averages approx 5 days - mostly post-qualification. Should this be a target minimum for basic training?

Issues still exist for some pre-qualification training courses about including CR training in course syllabus

There may be a need for some specialist posts / training in SP services for crisis response work.

Experience has shown that this work is not for every SP.

We have to respect that there are times when some SPs cannot engage in CR work because of issues within their own lives

The range of approaches used by SPs is quite large and shows the breadth of practice and theory available to psychologists

We need to evaluate more rigorously what we do in terms of outcome - refine our methodology and use what works best

**Across the UK France Netherlands & Germany SPs value**

Working with colleagues in team - sharing and exchanging

Learning from others

Having clear protocols and guidelines – structure & direction

Collaborating with other workers in CR - under joint protocols – with clear understanding

Sharing & discussing afterwards – evaluative debriefing – what did we learn from this intervention?

Being prepared - planning - team members having access to similar resources / materials

**Across these 4 nations further similarities**

SPs were very aware of the problems resulting from bullying, harassment, threats of violence

These issues are linked with suicide in young people and result in CR work for the SP

Suicide was the most frequently ranked school crisis across Germany, France and more recently UK (also high in Netherlands)

SPs need to be involved in and promote suicide prevention work with young people - schools tend not to do this alone - fear ?

Study shows similarities across nations but also some differences between nations

Some differences are culturally determined – others differences result from differing governmental approaches and political structures / influences

Some resources and materials can be used across nations but others are more culturally dependent - ISPA is working on translation and adaptation of materials for meeting needs of individual nations

CR work is a fairly recent challenge for SP services in many nations studied.

Previously CR was made by medical staff and faith groups and later by psychiatrists and medical social workers - some nations are still use this medical model

In some nations SPs work closely with police, in other nations with social workers or with emergency priests

In last 10 years in Europe there has been growth of SP involvement.

As agencies become more aware of SPs being able to help in crisis response we are possibly going to experience increasing demand for this work

CR co-ordinators and managers need to be able to gauge the appropriate level of response for any particular crisis to which they may be invited

We need to be able to avoid 'overkill' and at the same time not get into a situation of being overwhelmed

There is a need to train more SPs in CR work but the number of trainings is limited – Bernhard will soon tell you more about this.....

## **Questions?**

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Questions!

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